



# **Functional Independence Mathematics**

**Official Released Items**

## **Grade 3**

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**Fall 2007  
Official Released Items**

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*The Grade 3 Functional Independence Mathematics Assessment* was administered for the first time in Fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2007 Grade 3 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

**Functional Independence Mathematics Grade 3**

<b>Mathematics Strand</b>	<b>Number of Core Items</b>
Numbers and Operations	10
Measurement	8
Geometry	9
Data and Probability	3
<b>Total Core Items/Points</b>	<b>30</b>
<b>Released Items</b>	<b>10 (Numbers vary by strand and topic.)</b>

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**DIRECTIONS:** Read each question. Choose the **BEST** answer for each question.

**R1** What number comes **next** in the pattern?

**30, 25, 20, 15, 10, \_\_\_\_\_**

**A** 1

**B** 5

**C** 7

**R2** Dave marked his paper 1 time for every student on his bus.



How many students are on the bus?

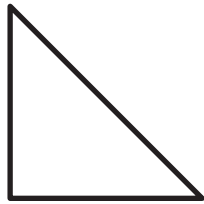
**A** 3

**B** 5

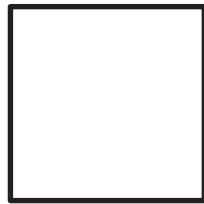
**C** 7

**R3** Which of these is a triangle?

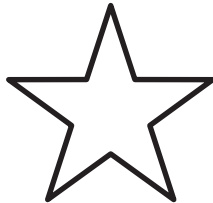
**A**



**B**



**C**



**R4** Ted is eating breakfast.

What part of the day is it?

**A** morning

**B** afternoon

**C** evening

Use the coin below to answer question **R5**.



**R5** What is the value of this coin?

- A** 1¢
- B** 5¢
- C** 10¢

Use the picture below to answer question **R6**.



**Pencil 1**



**Pencil 2**

**R6** Which sentence is true?

- A** Pencil 1 is **shorter** than pencil 2.
- B** Pencil 1 is **longer** than pencil 2.
- C** Pencil 1 is the **same** length as pencil 2.



Use the pattern below to answer question **R7**.



**R7** Which shape comes **next** in the pattern?



**R8** Which number is **greater** than 23?

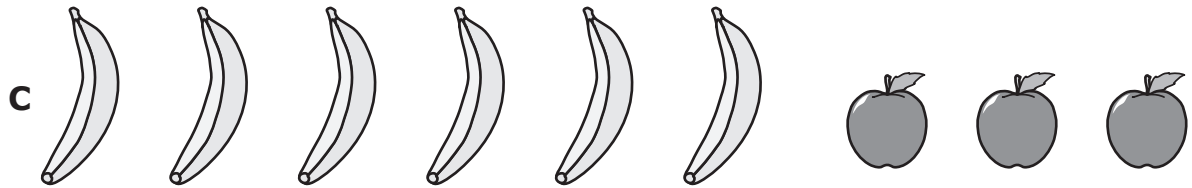
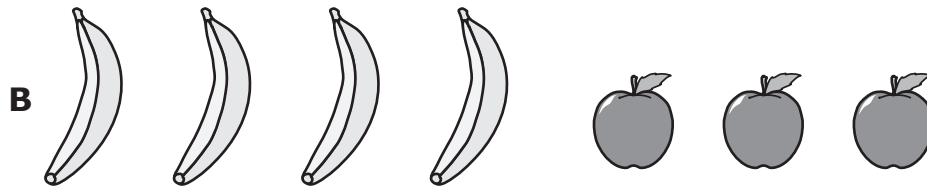
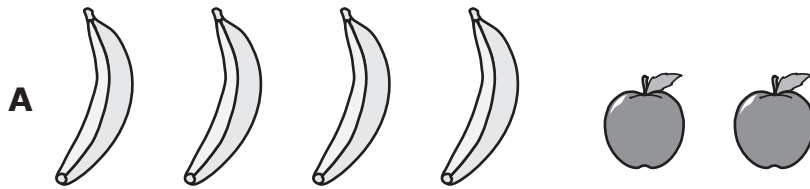
**A** 25

**B** 18

**C** 7

**R9** Kevin bought 6 bananas and 3 apples.

Which picture shows what Kevin bought?



**R10** Which number is **less** than 15?

**A** 23

**B** 19

**C** 10



**Do Not Continue.**



**Do not continue until instructed to do so.**

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

Because the assessment was administered during the **fall** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 3 assessment will measure the Grade 2 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **[www.mi.gov/mi-access](http://www.mi.gov/mi-access)**.

Released Item	EGLCE Code	STRAND or Abbreviated Extended GLCE Descriptor	Answer Key
		<b>DATA AND PROBABILITY</b>	
R2	D.RE.02.EG01	Collect and explore data through counting	B
		<b>GEOMETRY</b>	
R3	G.GS.02.EG01	Identify common two-dimensional shapes	A
R7	G.SR.02.EG04	Predict the next element in a geometric pattern	C
		<b>MEASUREMENT</b>	
R4	M.UN.02.EG02	Use common words for the parts of the day	A
R5	M.UN.02.EG03	Identify different denominations of coins	C
R6	M.PS.02.EG01	Compare length	B
		<b>NUMBERS AND OPERATIONS</b>	
R1	N.MR.02.EG05	Create, describe, and extend simple number patterns	B
R8	N.ME.02.EG03	Compare and order numbers to 30	A
R9	N.ME.02.EG02	Recognize representations for whole numbers to 30	C
R10	N.ME.02.EG03	Compare and order numbers to 30	C





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